

OxfordAQA

International GCSE

Islamiat (9237)

Scheme of work – Paper 1 (Living the Muslim life)

For teaching from September 2024 onwards
For International GCSE exams in June 2026 onwards

Introduction

These outline schemes of work are intended to help teachers plan and implement the teaching of the Oxford AQA International GCSE Islamiat (9237) specification. The purpose of these outline schemes is to provide advice and guidance to teachers, not to prescribe and restrict their approach to the specification. Each scheme has been produced by a practicing subject expert. There are obviously many other ways of organising the work, and there is absolutely no requirement to use this scheme.

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3.1.1- Islam: Beliefs and teachings

Specification reference

3.1.1.1 The oneness of God (*Tawhid*)

Specification content

The different types of *Tawhid* and *Shirk*, and their meaning and importance.

Learning outcomes

- Students will know the different types of *Tawhid* and their meaning and importance.
- Students will know the different types of *Shirk* and their meaning and importance.
- Students will need to study the related passage to 3.1.1.1, which can be found in Section 6.1 of the specification.

Suggested timing

4 hours

Possible teaching and learning activities

Task 1:

The text to study is Surah 112 in Section 6.1 of the specification. Students are to read Surah 112 and identify the different aspects of Tawhid mentioned in the Surah.

Task 2:

Key questions to consider in a discussion:

- What are the 99 names of Allah? [mind map them].
- Why is belief in Tawhid a key Islamic belief?
- How might Surah 112 influence a Muslim's belief in Allah?

Task 3:

Teacher to explore why the Oneness of Allah is important to Muslims as a monotheist religion and how this concept is deeply rooted in the Islamic understanding of it.

Task 4: Small group discussion

Students can explore in small groups how Muslims carry out their religious duties in a way that avoids Shirk at all times.

Task 5:

Building upon task 4 (above) Teacher to provide details of the different types of Shirk. This can be done using the textbook or other sources. Using the information from these resources students can be asked to create an information poster on the things Muslims should do ensure that they comply with tawhid and actions that must be avoided to prevent shirk.

Task 6:

Students to evaluate whether Shirk is the biggest sin in Islam. This can be through discussion or a writing task to help prepare student for the evaluative question in the exam.

Extension task:

While making it clear that Tawhid is more than simply 'belief in one God,' students may deepen their understanding of Tawhid by considering the idea of God as Creator and Judge of mankind.

Resources

- Key information and reading is included in the textbook.
- Introducing Monotheism video can be used to develop student understanding of monotheism
[youtube.com/shorts/8aSpq4yLFL0](https://www.youtube.com/shorts/8aSpq4yLFL0)
- Read the relevant passage from Section 6.1 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.

Specification reference

3.1.1.2 Key Beliefs

Specification content

The meaning and importance of the key beliefs for Muslims, including *Tawhid*, *Malaikah*, *Kutub*, *Risalah*, *Yaum e Akhirah*, *Al-Qadr* and all good and bad is from Allah.

Learning outcomes

- Students will understand the meaning and importance of the key beliefs of Muslims, i
- Students will need to study the related passage to 3.1.1.3, which can be found in Section 6.1 of the specification.

Suggested timing

3 hours

Possible teaching and learning activities

Task 1:

Study Surah 2:285- specification 286 in Section 6.1 of the and analyse it in relation to the specification content above, the meaning and importance of the key beliefs for Muslims, including Tawhid, Risalah, Kutub, Akhirah, Qiyamat, Malaikah and Al-Qadr. Students can also watch the video in the resources section to develop their understanding of the topic and make bulletin point notes as they watch the video.

Task 2:

Teachers to have different groups research each article of faith using primary texts and source materials the teacher will provide. Students to brainstorm their key findings on each article of faith and feedback to the class.

Task 3:

Students to identify which article of faith they think is the most important and why. Class teacher can encourage students to share reasons for their choices with the class which helps develop evaluative thinking amongst the students.

Task 4:

Students should consider the influence of these six articles of faith on a Muslim's daily life and explore any links between them. For example, the link between Risalah and Kutub, as some Prophets delivered divine scripture from God or the role of Malaikah on Qiyamat. Links can be done as an overlapping spider diagram where connections are explained on each stem of the diagram.

Resources

- Key information and reading is included in the textbook.
- Six articles of faith explained. University of Nottingham: watch the video and students to make notes to deepen their knowledge [youtube.com/watch?v=WxuHBTES2-s](https://www.youtube.com/watch?v=WxuHBTES2-s)
- Read the relevant passage from Section 6.1 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.

Specification reference

3.1.1.3 Concept of belief in Allah

Specification content

The meaning and importance of the 99 names of Allah, including omnipotence (*Qudrah*), Allah as creator (*Al-Khaliq*), Allah as most gracious (*Ar-Rehman*), Allah as merciful (*Ar-Raheem*) and Allah as all-knowing (*Al-Aleem*).

Learning outcomes

- Students will know the meaning and importance of the 99 names of Allah, including omnipotence (*Qudrah*), Allah as creator (*Al-Khaliq*), Allah as most gracious (*Ar-Rehman*), Allah as merciful (*Ar-Raheem*) and Allah as all-knowing (*Al-Aleem*)
- Students will need to study the related passage to 3.1.1.2, which can be found in Section 6.1 of the specification.

Suggested timing

3 hours

Possible teaching and learning activities

Task 1:

Study surah 59 in Section 6.1 of the specification in Section 6.1 of the specification and analyse it in relation to the specification content above, identify attributes such as Allah as creator (*Al-Khaliq*), Allah as most gracious (*Ar-Rehman*), Allah as merciful (*Ar-Raheem*), and Allah as all-knowing (*Al-Aleem*).

Task 2:

Ask students to list as many of the 99 names of Allah as they know, this can be done as a memory challenge. Additional complexity/challenge can be added by asking students to write the name in Arabic with an English translation.

On completion of the task, display the 99 names of Allah on the board and allow students to self or peer-assess the names they wrote down.

Task 3:

Explore the 99 Beautiful Names, etc. Explore why the different attributes of Allah are important, how they might influence a Muslim's daily life, and how this is reflected in the worship and actions of a Muslim. Students to complete sentences starting for example: "Belief in Tawhid will influence a Muslim to....."
Belief in _____ will influence a Muslim to....."

Task 4: The teacher to ask students to identify which 3 attributes of God they think are the most important and why. Class teacher can encourage students to share reasons for their choices with the class and facilitate the discussion.

Task 5:

Reflect on Allah's attributes of being both Merciful and All-knowing. Ask students: How might these attributes influence a Muslim's behaviour? What might it mean for Allah to be both inside and outside of creation? Link this to His role as Creator.

Extension task:

Ask students to consider why the Six Articles of Faith contain the following two beliefs about Allah (Tawhid and Al Qadr). How is Al-Qadr a part of Allah's nature and linked to Tawhid?

Resources

- Key information and reading is included in the textbook.
- Watch a video clip outlining the 99 names of Allah. List the 99 names and consider what these names teach Muslims about the nature of God.
[youtube.com/watch?v=r5fC9QIPCW8](https://www.youtube.com/watch?v=r5fC9QIPCW8)
- Read the relevant passage from Section 6.1 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.

Specification reference

3.1.1.4 Belief in Angels

Specification content

The qualities, importance, and role of angels, including Jibril (AS), Mika'il (AS), Isra'fil (AS), Malak-al-Mowth (angel of death) (AS) and Kiraman Katibeen (AS).

The Hadith of Jibril, including its key teachings.

Learning outcomes

- Students will understand the qualities, importance, and role of angels, including Jibril (AS), Mika'il (AS), Isra'fil (AS), Malak-al-Mowth (angel of death) (AS) and Kiraman Katibeen (AS).
- Students will need to study the related passage to 3.1.1.4 which can be found in Section 6.1 of the specification.

Suggested timing

4 hours

Possible teaching and learning activities

Task 1

Study Surah 35:1 in Section 6.1 of the specification and analyse it in relation to the specification content above such as the qualities, importance, and role of angels, including Jibril (AS), Mika'il (AS), Isra'fil (AS), Malak-al-Mowth (angel of death) (AS) and Kiraman Katibeen (AS).

Task 2

Students should explore the different roles allocated to the different angels and how this influences the lives of Muslims, e.g. Kiramen and Katibeen (AS). Students can watch the video referenced in the resources section to help deepen their knowledge. Direct students to make notes as they watch the video.

Task 3i

Students can discuss how angels are different from humans and jinn by drawing a table and identifying differences and any similarities between them. For example, humans have free will and angels do not.

Task 4:

Students can explore the nature of Angels with reference to Surah 2:285. Read the surah as a class and list the qualities of angels identified in the Surah.

Task 5:

Students to study the Hadith of Jibril. This can be done as a whole class or individually. Using the text from the Hadith teacher can discuss the key teachings from the hadith including the concept of Iman, Islam and Ihsan. This can be done in table form and students asked to vote on the most important messages from the Hadith This will aid in development of key evaluative skills.

oxfordaqa.com

Students can create a table summarising each angel's role and importance.

Extension task: Research task

Students could also look up the visit of Angels to Muhammed [SAW] or Ibrahim [AS] and explain any similarities or differences in the experiences to the class.

Resources

- Key information and reading is included in the textbook.
Role and nature of Angels explained:
[bing.com/videos/riverview/relatedvideo?q=surah+describing+nature+of+angels&mid=94ECF1505D38661565C094ECF1505D38661565C0&FORM=VIRE](https://www.bing.com/videos/riverview/relatedvideo?q=surah+describing+nature+of+angels&mid=94ECF1505D38661565C094ECF1505D38661565C0&FORM=VIRE)
- Read the relevant passage from Section 6.1 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.

Specification reference

3.1.1.5 Belief in Predestination (*Al-Qadr*)

Specification content

The meaning, importance, and influence of beliefs about predestination for Muslims.

Learning outcomes

- Students will understand the meaning, importance, and influence of beliefs about predestination for Muslims.
- Students will need to study the related passage to 3.1.1.5, which can be found in Section 6.1 of the specification.

Suggested timing

3 hours

Possible teaching and learning activities

Task 1:

Study Sahih al-Bukhari 1362, Book 23, Hadith 115 in Section 6.1 of the specification and analyse it in relation to the specification content above and the importance, and influence of beliefs about predestination for Muslims. What are the lessons and morals of the hadith? What did the Prophet [SAW] mean when he said “the good deeds are made easy for the blessed, and the bad deeds are made easy for the wretched” [Appendix 6.1]. This hadith can be used as a point of discussion in class.

Task 2: Teacher-led questioning

Students should be asked open-ended questions to explore the importance of Al-Qadr for Muslims. For example, is accountability for our own actions possible if God has predetermined them? Why may predestination be a requirement of God’s Omnipotence? What is free will?

Task 3:

Begin this task by asking students to explain Muslim beliefs about life after death and the day of judgment. Conclude the discussion by asking students to explain how belief in the day of judgment is linked to Al Qadr.

Task 4:

Students to create a poster summarising Muslim beliefs about Al-Qadr which should include teaching from either the Quran or Hadith.

Extension task:

Students should explore the significance of Surah 13:11 on free will and reflect on the choices they make in their own lives.

Resources

- Key information and reading included in the textbook.
- University of Nottingham. Predestination explained:
[Basic Beliefs of Islam - Predestination \(youtube.com\)](#)
- Read the relevant passage from Section 6.1 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.

Specification reference

3.1.1.6 Belief in Life after death

Specification content

Muslim beliefs about death, Barzakh, resurrection, the Day of Judgement, Heaven and Hell.
Different Muslim death rituals and their importance.

Learning outcomes

- Students will understand Muslim beliefs about death, Barzakh, resurrection, the Day of Judgement, Heaven and Hell.
- Students will understand the different Muslim death rituals and their importance.
- Students will need to study the related passage to 3.1.1.6, which can be found in Section 6.1 of the specification.

Suggested timing

3 hours

Possible teaching and learning activities

Task 1:

Study Surah 80:34-42 in Section 6.1 of the specification and analyse it in relation to the specification content above, the meaning and importance of the key beliefs for Muslim beliefs about death, Barzakh, resurrection, the Day of Judgement, Heaven and Hell.
Different Muslim death rituals and their importance.

Task 2:

Students should explore Surahs that describe the day of judgment, heaven and hell and explore the influence these will have on a Muslim's life. Examples of Surahs include Surah 56:15-24 and Surah 56:42-44. Students can feedback by identifying and writing the features of heaven and hell on sticky notes and share with the class as a whole.

Task 3:

Students can produce a chronological timeline of what happens between a person's death and burial and explore the significance of the different death rituals performed.

Task 4

To understand the death rituals performed, students can explore a Muslim burial services website. Students can then produce a leaflet summarising their key learning. Students can create their own Muslim Burial service and explain all the services they offer and why.

Extension / Homework:

Students could keep a log of the activities they have done over one day and identify those acts that may be rewarded whilst those that may not be considered good. How could they bring changes to become a better Muslim?

Resources

- Life after death explained [bbc.co.uk/bitesize/guides/zdxdqhv/revision/5](https://www.bbc.co.uk/bitesize/guides/zdxdqhv/revision/5)
- Or [zamzam.com/blog/life-after-death-in-islam/](https://www.zamzam.com/blog/life-after-death-in-islam/)
- 10 Muslim funeral traditions explained. people.howstuffworks.com/culture-traditions/funerals/10-muslim-funeral-traditions.htm
- Read the relevant passage from Section 6.1 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.
- Key information and reading included in the textbook.

Specification reference

3.1.1.7 Prophethood (*Nabuat*) and Holy Books in Islam

Specification content

The life, role, and importance of Prophets Adam (AS), Ibraheem (AS), Musa (AS) and Isa (AS).

The nature of holy books in Islam with reference to *Tawrat*, *Zabur*, *Injil*, and the *Suhuf* (scrolls) of Hazrat Ibraheem (AS).

The belief in Hazrat Muhammad ﷺ as the Seal of Prophethood.

Learning outcomes

- Students will understand the lives, roles, and importance of Prophets Adam (AS), Ibraheem (AS), Musa (AS), and Isa (AS).
- Students will understand the nature and importance of holy books in Islam with reference to the *Tawrat*, *Zabur*, *Injil*, and the *Suhuf* (scrolls) of Ibraheem (AS).
- Students will need to study the related passage to 3.1.1.7, which can be found in Section 6.1 of the specification

Suggested timing

5 hours

Possible teaching and learning activities

Task 1:

Study Surah 9:128-129 in Section 6.1 of the specification and analyse it in relation to the specification content above, the meaning and importance of Nabuat in Islam.

Task 2:

Students are to complete the following questions using their textbook and own knowledge.

What does the word Prophet [Rislalah] mean?

What is the main purpose of Prophets?

Name the 5 most important Prophets in Islam?

Why was Iblis thrown out of heaven?

Answers can then be self or peer assessed as class and any gaps in knowledge can be closed.

Task 3:

Students could discuss what qualities a person needs to be called a Prophet and explore the difference between a Nabi (Prophet) and a Rasul (Messenger).

Task 4: Research task

Students could research and produce a case study fact file on one of the Prophets named on the specification. This could include their lives, key achievements, challenges they faced, and lessons Muslims can learn from each Prophet's life and why Prophets make good role models. Students should be provided with websites and sources to use to assist them with their research [some examples are provided in the resources section and the textbook can also be used].

Students can then present and fact file of their research to the rest of the class.

Resources

- Key information and reading are included in the textbook.
- Stories of the Prophets. A resource to use for producing research fact files on prophets: myislam.org/prophet-stories/
- Read the relevant passage from Section 6.1 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.

Specification reference

3.1.1.8 The early leadership of the Muslim community

Specification content

The leadership of Islam after Hazrat Muhammad's **وَأَصْحَابِهِ إِلَى وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمٌ** death, and the role and importance of the four rightly guided Caliphs.

Learning outcomes

- Students will understand the leadership of Islam after Hazrat Muhammad's **وَأَصْحَابِهِ إِلَى وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمٌ** death, and the role and importance of the four rightly guided Caliphs.
- Students will need to study the related passage to 3.1.1.8, which can be found in Section 6.1 of the specification

Suggested timing

5 hours

Possible teaching and learning activities

Task 1

Study Hadith 28, 40 Hadith an-Nawawi in Section 6.1 of the specification and analyse it in relation to the specification content above, the meaning and importance of this hadith and its link to the leadership of the early Muslim community.

Task 2:

Recount with students the events surrounding Hazrat Muhammad's **وَأَصْحَابِهِ إِلَى وَعَلَى عَلَيْهِ اللَّهُ صَلَّى النَّبِيِّنَ خَاتَمٌ** death and burial. Why is Muhammed referred to as the seal of Prophets? How was the next leader selected from amongst the Muslim community?

Task 3:

Students to produce a chronological timeline of the four rightly guided Caliphs with the periods of their reign and also how they were killed and the significance of this for Muslims.

Task 3: Research task/extension task [can be set as extended homework project]

Students could research and produce a case study fact file on one of four rightly guided Caliphs. This could include their lives, key achievements, challenges they faced, and lessons Muslims can learn from each Caliph's life and why Caliphs make good role models. Students should be provided with websites and sources to use to assist them with their research [some examples are provided in the resources section and the textbook can also be used].

Resources

- Key information and reading are included in the textbook.
- Oxford reference on the 4 rightly guided Caliphs.
oxfordreference.com/display/10.1093/oi/authority.20110803100421411
- Further reading: worldhistoryedu.com/rashidun-caliphate-and-the-first-four-muslim-caliphs-of-the-islamic-world/

- Read the relevant passage from Section 6.1 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.

3.1.2 Islam: Practices

Specification reference

3.1.2.1 The key practices in Islam

Specification content

The role and importance of the Five Pillars.

The meaning and importance *Amr bil maroof* (commanding good) and *Nahi annil munkar* (forbidding evil).

Learning outcomes

- Students will know the role and importance of the Five Pillars.
- Students will know the meaning and importance *Amr bil maroof* (commanding good) and *Nahi annil munkar* (forbidding evil)
- Students will need to study the related passage to 3.1.2.1, which can be found in Section 6.2 of the specification.

Suggested timing

3 hours

Possible teaching and learning activities

Task 1

Study Sahih al-Bukhari 50, Book 2, Hadith 43 in the appendix [3.1.2.1], and analyse it in relation to the specification content above, the role and importance of the Five Pillars. Students to summarise the key learning from the hadith into 5 x bullet points and feedback to the class.

Task 2:

Students are to draw a diagram with five “Pillars” and explain why they are seen as ‘foundations’ supporting the faith. Students should refer to each pillar by its Arabic name.

Task 3:

Students to design a poster promoting *Amr bil maroof* (commanding good) and discouraging *Nahi annil munkar* (forbidding evil). This can be done in the context of the school setting or society more widely. Students should refer to the 5 pillars and passage studied on their poster.

Task 4:

Students can write example tweets they would send to their peers promoting *Amr bil maroof* (commanding good).

Resources

- Key information and reading are included in the textbook.
- The 5 pillars of Islam are explained: [youtube.com/watch?v=Jb8Yk8LaUoc](https://www.youtube.com/watch?v=Jb8Yk8LaUoc)

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- Read the relevant passage from Section 6.2 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.

Specification reference

3.1.2.2 *Shahadah*

Specification content

The meaning, importance, and use of the *Shahadah* in a Muslim's life.

Learning outcomes

- Students will know the meaning, importance and use of the *Shahadah*.
- Students will need to study the related passage to 3.1.2.2, which can be found in Section 6.2 of the specification.

Suggested timing

3 hours

Possible teaching and learning activities

Task 1:

Study a selection of Surahs, including Surah 3:18-19 in Section 6.2 of the specification, and analyse it in relation to the specification content above, the meaning and importance of the *Shahadah* in a Muslim's life.

Task 2:

Students can write out the *Shahadah* in Arabic using Arabic calligraphy and letters and a transliteration of its meaning in English.

Task 3:

Students to mind map or list as many examples as possible of when the *Shahadah* is said in daily life by Muslims or produce a role play demonstrating the *Shahadah* being used in daily life.

Extension task:

Students can research and find examples of when the *Shahadah* is used in daily life by Muslims across different cultures that practice Islam.

Resources

- Watch the conversion of a person to Islam and consider the importance of the *Shahadah* as a public declaration of faith. [youtube.com/watch?v=Wg1RLbUmxFE](https://www.youtube.com/watch?v=Wg1RLbUmxFE)
- Read the relevant passage from Section 6.2 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.
- Key information and reading are included in the textbook.

Specification reference

3.1.2.3 *Salah*

Specification content

The meaning and importance of *Salah*: how and why Muslims pray, including the conditions of *Salah*, times, directions, ablution (*Wudu*), *Azaan*, recitation, and concessions for those who are travelling or for the ill.

Salah at home and at the mosque, and the role of *Salah* in a Muslim's life.
Friday prayers (*Jummah*) and their importance.

Learning outcomes

- Students will know the meaning and importance of *Salah*, including how and why Muslims pray, the conditions of *Salah*, times, directions, ablution (*Wudu*), *Azaan*, recitation, and concessions for those who are travelling or for the ill.
- Students will know the role of *Salah* in a Muslim's life.
- Students will know how *Jummah* is performed and its importance.
- Students will need to study the related passage to 3.1.2.3, which can be found in Section 6.2 of the specification.

Suggested timing

4 hours

Possible teaching and learning activities

Task 1:

Study Surah 62:9-11 in Section 6.2 of the specification and analyse it in relation to the specification content above, the meaning and importance of meaning and importance of *Salah*: how and why Muslims pray, including the conditions of *Salah*, times, directions, ablution (*Wudu*), *Azaan*, recitation, and concessions for those who are travelling or for the ill.

Task 2:

Students annotate and make notes on the different prayer positions during *Salah*. Students consider the following questions: What is recited during the ritual prayer of *Salah*? and how does each prayer position show submission to Allah?

Task 3:

Students draw a table identifying the total units and different units of prayer said for each daily prayer. Explore with students why there are some variations in the units of prayer.

Extension task:

Provide students with information on rules around prayer for travellers or the sick. Facilitate a discussion about why these rules are provided for Muslims.

Resources

- Islam prayer positions explained. [youtube.com/watch?v=TM1B_-opJG4](https://www.youtube.com/watch?v=TM1B_-opJG4). Video can be used with Task 2 and 3.
- Importance of prayer in Islam. [youtube.com/watch?v=q_WEa9IobmI](https://www.youtube.com/watch?v=q_WEa9IobmI)
- Read the relevant passage from Section 6.2 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.
- Key information and reading are included in the textbook.

Specification reference

3.1.2.4 *Sawm*

Specification content

The meaning and importance of fasting during the month of *Ramadhan*.

The rulings around fasting including the exemptions to fasting and the acts that invalidate a fast.

The spiritual, moral, and social benefits of fasting.

The significance of the *Taraweeh* prayer (night prayer) and *Itikaaf*.

The meaning and importance of *Laylat ul-Qadr* (Night of Power).

Learning outcomes

- Students will know the meaning and importance of fasting during the month of Ramadhan.
- Students will know the rulings around fasting, including the exemptions to fasting and the acts that invalidate a fast. They will also understand the spiritual, moral, and social benefits of fasting.
- Students will know the significance of the *Taraweeh* prayer (night prayer) and *Itikaaf*.
- Students will know the meaning and importance of *Laylat ul-Qadr* (Night of Power).
- Students will need to study the related passage to 3.1.2.4, which can be found in Section 6.2 of the specification.

Suggested timing

3 hours

Possible teaching and learning activities

Task 1:

Study Surah 2:183-185 in Section 6.2 and analyse it in relation to the specification content above, the meaning and importance of fasting during the month of Ramadhan. Students to produce a pupil-friendly explanation of the Surah.

Task 2:

Students to write a Ramadhan diary reflecting on the keeping of a fast; in the diary, they can include foods eaten at Suhoor and Iftar and reflect on their actions/good deeds performed during the fast and challenges they faced. Ramadhan journal/diary template provided in the resources section.

Diary accounts can be read out to their peers to share their experiences.

Task 3:

Use the appendix Surah 2:183-185 to identify those who are exempt from fasting. Once the groups are identified, facilitate a class discussion about why these groups are exempt from fasting and how missed fasts are made up for.

Task 4:

“It is easier to observe fasting in a Muslim country than a Non-Muslims country”. Use this statement to lead a class debate with students giving reasoned arguments for and against.

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Task 5:

Recount/retell the story of the Night of Power in Islam to students. Students to then identify what actions in Ramadhan are connected to the night of power.

Resources

- Free printable Ramadhan journal template. intheplayroom.co.uk/free-printable-ramadan-journal-planner/
- Fidiya in Pakistan. en.dailypakistan.com.pk/14-Mar-2024/ramadan-2024-how-much-is-fidya-for-skipping-one-roza-in-pakistan
- Read the relevant passage from Section 6.2 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.
- Key information and reading are included in the textbook.

Specification reference

3.1.2.5 *Zakah*

Specification content

The role and importance of giving *Zakah* and *Ushr*, including how and why *Zakah* and *Ushr* are given.

The criteria for giving (*Nisaab*) and receiving *Zakah*.

Learning outcomes

- Students will know the role and importance of giving *Zakah*, including how and why it is given.
- Students will know the criteria for giving (*Nisaab*) and receiving *Zakah*.
- Students will need to study the related passage to 3.1.2.5, which can be found in Section 6.2 of the specification.

Suggested timing

4 hours

Possible teaching and learning activities

Task 1:

Study Surah 9:58-60 in Section 6.2 of the specification and analyse it in relation to the specification content above, the role and importance of giving *Zakah*, including how and why it is given. Students are to be directed to summarise the key teachings in the Surah into 5 bullet points.

Task 2:

Provide students with an example scenario of someone's earnings and savings and get students to calculate the *Zakah* amount due in each scenario. For example, a doctor earns £80,000 a year. The doctor has £10,000 in savings. How much *Zakah* is payable? A range of scenarios can be provided. Remember to ensure the *Nisaab* is considered.

Students can also research how *Nisab* is calculated and the *Nisab* value for the current year using the *Nisab* calculator.

Task 3:

Students to watch a video of a well-known or local charity that distributes *Zakah*. Students to make notes on how *Zakah* is collected and distributed. For example, Islam Relief.

[youtube.com/results?search_query=islamic+relief+akah](https://www.youtube.com/results?search_query=islamic+relief+akah)

Task 4:

Students to draw a table with *Zakah* and *Sadaqah* on each side. Students to identify the differences between *Zakah* and *Sadaqah*. Students can feedback and share their leaning with their peers.

Task 5:

Students write a tweet they could send to their peers/community promoting the paying of *Zakah* to a chosen charity.

[oxfordaqa.com](https://www.oxfordaqa.com)

Task 6:

Students be shown the video on Ushr (see below). Teachers may wish to create an appropriate listening frame to accompany the video. Using the information from the video and the textbook students can be given a scenario to work out how much Ushr is to be given in a certain situation. Teachers may also wish to create a similarities and difference table between Zakah and Ushr so students are able to visualise what the key similarities and differences are.

Extension/Research task

Teacher to direct students to research charities that receive Zakah and explore how they distribute the Zakah and to whom it is distributed. Pick charities that are relevant to your student's country or context to give relevance to students in your class.

Resources

- Nisab explained. islamic-relief.org.uk/giving/islamic-giving/zakat/nisab/
- Zakah calculator example in Pakistan. pakcalculator.com/zakat-calculator-pakistan/
- Read the relevant passage from Section 6.2 of the specification and discuss its meaning, importance, and influence on the lives of Muslims.
- Key information and reading are included in the textbook.
- Video on Ushr <https://www.youtube.com/watch?v=jSCb87yAzUQ>

Specification reference

3.1.2.6 *Hajj*

Specification content

The role and importance of Hajj, including its origins and the promoting of the spirit of global brotherhood and unity (*Ummah*).

The importance of *Hajj* rituals and how *Hajj* is performed, including *Ihram*, *Meeqat* and the actions pilgrims perform at sites including the *Ka'aba*, *Mina*, *Arafat* and *Muzdalifah*.

The role and importance of *Umrah*, including how *Umrah* is performed.

Learning outcomes

- Students will know the role and importance of Hajj, including its origins and the promotion of the Ummah.
- Students will know how the Hajj rituals are performed and the importance of the rituals.
- Students will be able to identify the Meeqat points and understand their importance.
- Students will know how Umrah is performed and its importance.
- Students will need to study the related passage to 3.1.2.6, which can be found in Section 6.2 of the specification.

Suggested timing

4 hours

Possible teaching and learning activities

Task 1:

Study Surah 2:197-199 in Section 6.2 of the specification and analyse it in relation to the specification content above, the meaning and importance of the key rituals of Hajj and how it is performed.

Task 2:

Provide students with a map of Saudi Arabia and direct students to identify where the Meeqat points start depending on where you are travelling from. Work through one example with the class with them.

Task 3:

Provide students with reading on the origins of Hajj and the links to Prophet Ibrahim [AS]. Students to identify which rituals are linked to Prophet Ibrahim [AS]. Students to write a short paragraph retelling the story in their own words to complete the task.

Task 4:

Students should draw a table and list all the rituals of Hajj, the origin of each ritual, how it is performed, and its importance. This can be completed during a class discussion of Hajj or while watching a Hajj documentary. Example documentary is provided in the resources but there are lots of other examples available.

Task 5:

Students are to produce a spider diagram with Hajj in the middle, they need to then list as many benefits of Hajj as they can think of and add a simple picture or diagram to illustrate the benefit of Hajj. The focus here should be on the spirit of brotherhood and unity in Islam.

Extension/ research task:

Students to research the cost of going on Hajj from different countries in the world using the Internet. They can also explore the conditions for completing the Hajj and the Ihraam requirements for men and women.

Students also identify surahs which refer to the rituals of Hajj and to add them to their notes.

Homework:

Students to produce a project requiring them to explain how Umrah is performed by Muslims?

Resources

- Show a video documentary about a Hajj journey. Many other examples are available online. Example video: [youtube.com/watch?v=liPFurz5Rn0](https://www.youtube.com/watch?v=liPFurz5Rn0)
- Read the relevant passage and discuss its meaning, importance, and influence on the lives of Muslims.
- Key information and reading are included in the textbook.

Specification reference

3.1.2.7 Jihad

Specification content

The different understandings of *Jihad fee sabilillah*.

The meaning and importance of the 4 types of *Jihad*: with one's heart (*Bil-qalb*); with one's tongue (*Bil-lisan*), with one's hand (*Bil-yad*); and with a sword (*Bil-sayf*). The rules for conducting armed warfare (*Kitaal*).

Learning outcomes

- Students will know the different understandings of Jihad.
- Students will know the meaning and importance of greater and lesser Jihad, including the conditions for lesser Jihad and the rules for conducting armed warfare (*Kitaal*).
- Students will need to study the related passage for 3.1.2.7 in Section 6.2 of the specification.

Suggested timing

2 hours

Possible teaching and learning activities

Task 1:

Study Surah 2:190 in Section 6.2 of the specification [3.1.2.7] and analyse them in relation to the specification content above, the different understandings of Jihad, and the conditions for conducting armed warfare (*Kitaal*).

Task 2:

Discuss with students the meaning of the four different types of Jihad and ask students to provide examples of each. This is an ideal opportunity for the class teacher to facilitate the class discussion and to address student misconceptions about Jihad.

Task 3:

Explore the criteria for each type of Jihad and the rules for conducting armed warfare (*Kitaal*) and ensure a clear shared understanding of the rules of type each. Using the criteria for lesser Jihad the teacher may wish to prepare scenarios where Jihad may be permitted and it clearly is not.

Task 4:

Using the information from the different types of Jihad students can be asked to come up with examples of the different types of Jihad. Teachers may wish to scaffold this by providing examples to allow students to make concrete connections with an abstract idea. This may include for example, picking up litter as an example of Jihad Bil-Yad or reminding a fellow Muslim about the importance of praying 5 times a day (Jihad- Bil- Lisan)

Resources

- Read the relevant passage and discuss its meaning, importance, and influence on the lives of Muslims.
- Key information and reading are included in the textbook.

Specification reference

3.1.2.8 Festivals and Commemorations

Specification content

The origins and importance of *Eid-Al-Adha*, *Eid-UI-Fitr* and *Ashura* and how they are observed.

Learning outcomes

- Students will know the origins and importance of Eid-Al-Adha and Eid-UI-Fitr
- Students will know the origins and importance of Ashura and how it is observed.
- Students will need to study the related passage for 3.1.2.8 in Section 6.2 of the specification

Suggested timing

3 hours

Possible teaching and learning activities

Task 1:

Study Sunan Ibn Majah 1722, Book 7, Hadith 85 in Section 6.2 of the specification, and analyse it in relation to the specification content above, the meaning and importance of Eid-Al-Adha and Eid-UI-Fitr. What is forbidden on the days of Eid?

Task 2:

Share videos with students on how and why Eid-UI-Fitr and Eid-UI-Adha are celebrated in Pakistan and around the world. Students can share their own experiences of celebrating Eid with family and friends through a presentation or oral retelling of stories to their peers.

Students can write a diary account of their own Eid experiences and how it is celebrated. Students can be asked to produce Eid cards to give to friends and family and can be creative if materials are provided.

Task 3:

Students to draw a table with Eid UI-Adha on one side and Eid UI-Fitr on the other. Provide students with source materials for example the textbook to identify the similarities and differences between the two Eid's.

Task 4:

Students to discuss and then write a tweet to their peers/community linked to their learning about Eid and its importance. The task can be done in pairs to encourage a discussion about their key learning from the lesson.

Research / Extension task:

Class teacher to direct students to research on the internet how Eid-UI Adha is observed by pilgrims on Hajj. They can record any new learning and share insights with their class.

Resources

- How we celebrate Eid in Pakistan [VLOG]

oxfordaqa.com

[youtube.com/watch?v=wQttGiciK1k](https://www.youtube.com/watch?v=wQttGiciK1k)

- How Eid is celebrated in the UK?
[youtube.com/watch?v=qFU9Cb0D6lo&t=188s](https://www.youtube.com/watch?v=qFU9Cb0D6lo&t=188s)

- Why do Muslims celebrate Eid?

Fitrana calculator. jdcwelfare.org/campaigns/fitra/

- Read the relevant passage from the appendix and discuss its meaning, importance, and influence on the lives of Muslims.
- Key information and reading are included in the textbook.